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## Tired Teachers Cheat Children

By Miss Grant

"There *must* be an easier way to make a living" This was the exasperated comment a tired colleague made to me one December afternoon as we were supervising the decorating of our school for the Christmas season. Stacks of papers awaited me when we had completed this task, for as a conscientious teacher should, I was striving to reach the recommended ideal of the Illinois Association of Teachers of English—that of having one piece of written work each week from each student.

I had 150 students in five English classes. That meant 2,700 papers each semester. If each paper were only 250 words long, the average amount of time required to mark it "so as show concern for ideas and to teach writing and thinking" would be 8.6 minutes, according to the study of the California Council of Teachers of English reported by William Dusel of San Jose State College. A few minutes with a paper and pencil had shown me that if I did a good job of grading the themes handed to me, I would be spending 21.5 hours per week grading themes. With 18 weeks in a semester that would amount to the staggering total of 387 hours—about 16 twenty-four-hour days or 48 eight-hour days—spent each semester in the checking of papers.

*This article is Miss Grant's report and analysis of the findings in an IATE special project—the Illinois English Teachers' Work-Load Survey. Miss Grant, who teaches at Frankfort Community High School in West Frankfort, was chairman of the project. Her committee members, who contributed substantially to the gathering, tabulating, and interpreting of results, were Robert Foxworthy, Bridgeport High School, and Charles W. Roberts, University of Illinois.*

"Impossible!" had exclaimed another colleague when I had complained of my heavy grading schedule and had explained what I was trying to do. "I just assign fewer themes and let each one count more." That didn't seem to me to be the best solution of the problem as far as the *student* was concerned, but self-preservation is the first law of nature, and it certainly would help the *teacher* to survive!

When as the immediate past-president of the Illinois Association of Teachers of English I was made chairman of the Special Projects Committee of our association and was thinking of possible projects that needed doing, I thought about these two remarks—"There *must* be an easier way to make a living!" and "I just assign fewer themes and let each one count more" and I wondered if the problems of English teachers in my school were the same as those of English teachers over the state.

Sometimes we sit smugly in our small corners and falsely assume that the people and problem in all other corners are exactly like ours. We are prone to make up our minds about people and problems on the basis of what we see about us in much the same way as the blind men who went to see the elephant decided what an elephant looked like.

Do the English teachers in all parts of the state find themselves in the same predicament? Or do only the teachers in my part of the state find themselves required to teach five or more large classes and, in addition to this heavy academic load, to supervise numerous extra-curricular activities?

Does the shortage of English teachers have any relation to their heavy work-load? It is a fact that there does exist a shortage of qualified people who are willing to accept the responsibilities and remuneration given the present-day teacher of English. A few years ago Mr. Gilbert Kettelkamp of the Placement Office at the University of Illinois told me that for the first time since he had been connected with the Placement Office there was a shortage of English teachers.

Are the colleges training enough people to relieve this shortage in the near future? Is there a relationship between the selective recruitment of English teachers and the work-load of those already in the field? This work-load is so obvious that one high school student remarked to me, "I wouldn't want to be an English teacher. They have too much to do!" Do college students interested in becoming teachers remember their harassed high school English teachers and shun English when they select a teaching subject?

Are high school students shortchanged in their education be-

cause their teachers have insufficient time to prepare lessons, to teach, and to evaluate? Are taxpayers shortchanged because heavily loaded English teachers find it impossible to do all that they were employed to do—and want to do?

Knowing of no place where I could go to find the answers to such questions, I proposed that as one of its projects, the Illinois Association of Teachers of English try to find them, and that a sub-committee of the Special Projects Committee be appointed to do this research. Obviously the starting point in finding these answers was to find out just what *is* the work load of the secondary school English teacher in Illinois. I said work load rather than teaching load advisedly, for in addition to lesson preparations and evaluations, many extra-curricular duties fall to the lot of the high school English teacher. In fact, sometimes the extra-curricular load is so heavy that it overshadows the teaching load! Obviously, then, the work load would be far, far greater than the teaching load.

The Special Projects Committee accepted the *Illinois English Teachers' Work-load Survey* as one of its projects, and I volunteered to act as chairman of the committee. Dr. Charles W. Roberts of the English Department of the University of Illinois and Mr. Robert Foxworthy of the Bridgeport High School, Bridgeport, Illinois, agreed to serve with me on the committee. Dr. Roberts saw to the making and the mailing of the questionnaires which we compiled, and he and Mr. Foxworthy did the lion's share of the tedious task of tabulating the questionnaires which were returned. Their long experience with the teaching of English and with English teachers and their good judgment were invaluable in interpreting the results of the survey.

The committee decided that the best way to find out exactly what was the work load of the teacher of English was to ask the teachers of English. We compiled a questionnaire asking twenty questions under nine general headings. We also asked that the size of the school—1-199; 200-499; 500-999; 1,000 or above—be checked, and we suggested that the questionnaire (which was sent in February, 1956) be filled out as a report on the fall term of 1955.

Using the list of the Illinois English teachers compiled by the English department of the University of Illinois, we sent 3,000 of these questionnaires to the teachers of English in Illinois. Evidently, many of these teachers were too busy to complete the questionnaire, but we did have about 1,000 of them returned from teachers in 296 different high schools. As the replies were from all sections of the state, we felt that we had a fair sampling.



The statistics given in these tables were reported for the school year of 1955-56, but it is extremely doubtful if a report for 1956-57 or 1957-58 would show any improvement of the conditions. In fact, because of the steadily increasing school population, the chances are great that conditions would be shown to be worse.

That many teachers of English are extremely conscientious individuals is shown by the many notes added to the questionnaires. In general, the notes said that the teachers found it impossible to estimate very accurately the time spent on lesson preparations and evaluations and in the service of the school. They said that English teachers found it impossible to teach as they would like to teach when their classes were so large and their extra-curricular work so heavy.

The tables that follow look much like any other tables: lines and figures and a few words. But behind the figures are human beings, almost four thousand classes, over one hundred thousand students—each class, each student met each day by a teacher dedicated to doing all in his power to helping young people learn to read, write, speak, listen, and think.

#### COMMENT ON TABLE 1

Five classes per day may be regarded as normal in schools of all sizes, but the chance of having that normal load seems to increase with the size of the school.

The chance of having only a four-class load is greatest in schools with enrollments under 200, but this may be explained by the fact that many teachers in these schools frequently have administrative duties.

The chance of having a six-class load is also greatest in the smaller schools. In schools with an enrollment of 200-499, 23% of the teachers reporting have six classes. Seven and eight-class loads are also reported from the smaller school. These excessive loads may be explained by the difficulty small schools have in offering a varied curriculum with a limited number of teachers.

#### COMMENT ON TABLE 2

In schools of over 1,000 enrollment, 81% of teachers reporting have classes which average 28 students per class, and 56% of them have five such classes a day, making a total load of 140 English students. They range from 112-140 students per day. In the light

TABLE 1  
Total Number of Classes per Day

Size of school	Number of teachers reporting	1	2	3	4	5	6	7	8	Average
1-199	132		2 (2%)	7 (5%)	39 (29%)	52 (39%)	25 (19%)	5 (4%)	2 (2%)	4.9
200-488	151	1 (.6%)	3 (2%)	6 (4%)	25 (17%)	79 (52%)	34 (23%)	2 (1%)	1 (.6%)	4.9
500-999	195		3 (1.5)	2 (1.0)	43 (22.5)	122 (62%)	25 (12%)			4.8
1000-over	468	6 (1%)	4 (1%)	21 (5%)	107 (23%)	309 (66%)	12 (5%)		2 (.4%)	4.8
Total No.		7	12	36	214	562	103	7	5	4.8
Percent		.7%	1.3%	3.8%	22.6%	59.4%	10.9%	.7%	.5%	

TABLE 2  
Total Number of English Classes per Day

Size of school	Number of teachers reporting	1	2	3	4	5	6	7	Average
1-199	132	8 (6%)	16 (12%)	31 (24%)	48 (36%)	19 (14%)	9 (7%)	1 (1%)	4 (3.6)
200-499	152	11 (7%)	12 (14%)	24 (16%)	48 (32%)	38 (25%)	10 (6%)		4 (3.7)
500-999	195	12 (6%)	9 (9.7)	23 (11.8)	49 (25%)	84 (43%)	8 (4.1)		4 (4.0)
1000-over	468	14 (3%)	26 (6%)	29 (10%)					

of the California study, 80% of these teachers are overloaded and 57% are greatly overloaded.<sup>1</sup>

In schools of under 500 enrollment, a four-English-class load predominates. In schools of over 500 enrollment a five-English-class load predominates. But one should note that the average number of English classes for schools of each size is four. One might conclude that the hypothetically average English teacher teaches four English classes and one class in another subject to round his average total number of classes to five.

TABLE 2a

*Number and Percentage of Teachers Who Teach English Only*

Size of school	Number teaching English only	Percentage teaching English only	Percentage teaching another subject	Number reporting
1-199	52	39%	61%	132
200-499	63	41%	59%	152
500-999	118	61%	39%	195
1000-over	370	79%	21%	468
Total	503	53%	47%	947

## COMMENT ON TABLE 2a

The chance of teaching English only, increases with the size of the school. If concentration on the teaching of one subject only is an advantage and leads to more efficient preparation and presentation of that subject, an English teacher in a larger school seems to have an advantage and might be expected to be a more effective teacher than the teacher in the small school who is obliged to teach several subjects. On the other hand, five classes of English only, would require appreciably more time for evaluation; therefore, the teacher in the smaller school may have a slight advantage.

## COMMENT ON TABLE 3

Approximately half (49%) of teachers reporting have no study halls; 51% of them do have study halls. A teacher in a school of under 500 students is more likely to have at least one study hall than a teacher in a school of over 500 students.

<sup>1</sup> William J. Dusel, "Determining an Efficient Teaching Load in English", *Illinois English Bulletin*, October, 1955.

TABLE 3  
Total Number of Study Halls per Day

Size of school	Number of teachers reporting	Total Number of Study Halls per Day				
		0	1	2	3	4
1-199	131	31 (24%)	62 (47%)	28 (21%)	8 (6%)	2 (2%)
200-499	152	64 (42%)	69 (45%)	14 (9%)	4 (3%)	1 (1%)
500-999	195	122 (7%)	65 (33.3)	8 (4.1)		
1000-over	468	246 (53%)	189 (40%)	32 (7%)	1 (.002%)	
Total	946	463 (49%)	385 (41%)	82 (9%)	13 (1.3%)	3 (.3%)



TABLE 4

*Total Number of Students per Day in All Classes*

Size of school	Number of teachers reporting	Less than 100	100 or more	Over 150	Avg. per teacher
1-199	132	70 (53%)	62 (47%)	6 ( 5%)	97
200-499	146	39 (27%)	107 (73%)	14 (10%)	116
500-999	195	25 (12%)	172 (88%)	34 (18%)	125
1000-over	468	58 (12%)	410 (88%)	113 (24%)	129

## COMMENT ON TABLE 4

Of the 941 English teachers reporting here, 749, or 79.6%, had more than 100 students in their classes, and 167, or 17.8% had more than 150.

TABLE 5

*Total Number of Students of English per Day*

Size of School	Less than 100	100 or more	Over 150	Range
1-199	96 (73%)	36 (27%)		18*-148**
200-499	92 (60%)	60 (40%)	2 ( 1%)	21*-196**
500-999	74 (38%)	121 (62%)	22 (11%)	22*-204**
1000-over	106 (23%)	362 (77%)	86 (18%)	25*-188***

\* One class

\*\* Six classes

\*\*\* Five classes

TABLE 5a

*Average Number of English Students per Class*  
*(Based on total number of classes reporting and total number of English students.)*

Size of school	Range	Average number of students per class	Total number of students
1-199	9-32	21 ( 477 classes reporting)	9,896
200-499	13-41	24 ( 567 classes reporting)	13,655
500-999	13-36	27 ( 783 classes reporting)	20,989
1000-over	10-44	28 (2003 classes reporting)	56,156
	Total	27 (3830 classes reporting)	100,691



## COMMENT ON TABLE 5a

The average size of the English class increases with the size of the school. Overcrowding of English classes seems to be developing in schools of enrollments of over 500.

TABLE 6

*Hours per Week Spent in Preparation for All Classes*

Size of school	Average time spent
1-199 .....	12 hours 27 minutes
200-499 .....	9 hours 28 minutes
500-999 .....	9 hours
1000-over .....	7 hours 56 minutes

## COMMENT ON TABLE 6

The number of hours per week spent in preparation of all classes decreases as the size of the school increases. A teacher in a school of under 200 in enrollment spends, on an average, about  $3\frac{1}{2}$  more hours per week on preparation than does a teacher in a school over 1000 in enrollment. This may be explained by the fact that large schools have a more stable and more experienced staff and that teachers in smaller schools have to prepare for a greater variety of classes.

TABLE 7

*Hours per Week Spent in Preparation for English Classes*

Size of school	Average time spent
1-199 .....	10 hours 12 minutes
200-499 .....	7 hours 31 minutes
500-999 .....	6 hours 42 minutes
1000-over .....	7 hours 17 minutes

## COMMENT ON TABLE 7

Teachers in schools under 200 in enrollment spend about three hours more time per week in preparation for English than is spent by teachers in large schools.

TABLE 8  
*Hours per Week Spent in Evaluation for All Classes*

Size of school	Average time spent
1-199 .....	10 hours 37 minutes
200-499 .....	10 hours 31 minutes
500-999 .....	10 hours 30 minutes
1000-over .....	10 hours 25 minutes

#### COMMENT ON TABLE 8

English teachers spend about 10½ hours per week in evaluation of all classes. The amount of time spent does not vary much according to the size of the school. There is no way of telling how much more time English teachers think *should* be spent, but there are insufficient hours in the week!

TABLE 9  
*Hours per Week Spent in Evaluation for English Classes*

Size of school	Average time spent	Range
1-199 .....	9 hours 16 minutes	2-30
200-499 .....	9 hours 19 minutes	2-30
500-999 .....	8 hours 42 minutes	0-30
1000-over .....	9 hours 58 minutes	1-60

#### COMMENT ON TABLE 9

Except in schools of over 1000 in enrollment, English teachers spend about 9 hours per week in evaluation for English classes. In larger schools teachers average about 10 hours—perhaps because of larger class sizes and larger student loads and the fact that they are likely to be teaching English only.

TABLE 10  
*Hours per Week of School Time Allotted for Preparation and Evaluation*

Size of school	Average time spent
1-199 .....	5 hours 45 minutes
200-499 .....	5 hours 17 minutes
500-999 .....	5 hours 42 minutes
1000-over .....	5 hours 47 minutes

#### COMMENT ON TABLE 10

That the school time allotted for preparation and evaluation is insufficient in schools of all sizes is evident.

TABLE 11  
*Hours on Duty, Exclusive of Lunch Period*

Size	3-4	4-5	5-6	6-7	7-8	8-9	9-over	Average	Range
1-199		6 ( 5%)	6 (5%)	45 (39%)	52 (45%)	5 ( 4%)	1 ( 1%)	6 hrs. 21 min.	4-9 hrs.
200-499	1 (1%)	2 ( 1%)	4 (3%)	23 (17%)	76 (55%)	26 (19%)	6 ( 4%)	6 hrs. 58 min.	3-9 hrs.
500-999				22 (12%)	163 (87%)	4 ( 2%)	1 (.05%)	6 hrs. 54 min.	6-9 hrs.
1000-over		2 (14%)	13 (3%)	158 (34%)	270 (58%)	23 ( 5%)		6 hrs. 53 min.	4-9 hrs.



TABLE 12  
*Extra-Curricular Activities*

Size of school	1-199		200-499		500-999		1000 or more	
No. of activities Percent of teachers	No.	Per	No.	Per	No.	Per	No.	Per
Plays	88	67	62	41	41	21	84	18
Annual	16	12	33	21	25	13	30	7
Newspaper	44	34	27	17	25	13	34	9
Parties	101	76	85	56	91	46	169	34
Athletic events	85	64	85	56	86	44	65	14
Club activities	61	46	76	50	90	46	137	29
Class sponsorship	101	77	100	66	109	56	132	28
Others	55	42	40	26	66	34	214	45
Total number of activities	551		508		533		865	
Av. number per teacher	4.2		3.4		2.73		1.87	

### OTHER ACTIVITIES

Pictures—school slides	Before school supervision
Christmas program	Creative writing magazine
School carnival	Debates
Exchange programs	Music rehearsals
Honor roll	Library duty
Concession at games	Charity drives at school
School public relation	Programs for civic clubs
Student Council	Judging speech activities
Counseling	In charge of lyceum program
Coaching speeches	Yell leaders
Contest entries	Variety shows
Activity period	Banquets
Reading development group	Curriculum revision
Several clubs	Registration
Attendance at school functions	Hall duty
Speech contests	Homecoming activities
Latin contests	Radio shows
Reading chairman	Assembly programs
Faculty committee	Proms
Supervise student teachers	Guidance program
Home room	Work shops
History of school for centennial	Committee meetings
P.T.A.	Civil Air Patrol
Noon hour supervision	Picnics

College Day  
 Recreation at noon  
 Music concerts  
 Parade and floats

Senior trips  
 Checking coats at games  
 Magazine drives

## COMMENT ON TABLE 12

No comment!

Frequently you hear the statement: "Figures don't lie!" But statisticians know that they may lie in that the interpretation of them gives an untrue picture. An example is the story of the report made by the statistically-minded manager of a lumber camp where ten men were employed. One woman was also employed, as a cook for the outfit. During the winter her daughter, who came to stay at the camp, fell in love with and married one of the men. In the spring the manager included in his report this item: "One-half of the women married one-tenth of the men."

This warning about statistics is given because after we had finished compiling the tables, I thought that it would be interesting to draw a profile of the average English teacher in Illinois. Here is a description of our mythical individual:

## THE AVERAGE ILLINOIS ENGLISH TEACHER, 1955-56

1. was on duty daily for 6 hours and 45 minutes (range 3-9 hours)
2. had one study hall (51% had one or more; 49% had none)
3. taught English only (53% taught English only; 47% taught one or more other subjects)
4. had 5 classes per day (actual average 4.8)
5. had 4 English classes per day (actual average 4.04)
6. taught 116 students per day (range 25-280)
7. taught 108 students of English per day (range 18-204)
8. had 27 students in each English class (range 9-41)
9. spent 9 hours 43 minutes per week in preparation for classes (range 1-50 hours)
10. spent 10 hours 31 minutes per week in evaluation for classes (range 0-30)
11. spent 7 hours 53 minutes per week in preparation for English classes (range 1-50 hours)
12. spent 9 hours 19 minutes per week in evaluation of English classes (range 0-60 hours)
13. was allowed by his school 5 hours 38 minutes per week for all preparation and evaluation (range 0-20 hours)
14. had 3 extra-curricular activities (range 0-6)
15. spent 5 hours 32 minutes per week in the service of his school in addition to academic duties (range 0-35 hours)
16. had a work load totaling 53 hours 33 minutes a week, including 33 hours "on duty" and 20½ additional hours

The sad fact about these statistics is that they are couched in terms of averages, and averages being what they are, fifty per cent of the Illinois English teachers were worse off than the averages show. In other words, half of the teachers who responded had work weeks of *more* than 53½ hours; half used *more* than 10½ hours a week for evaluation; half had *more* than 27 students in each English class—and so on.

It is evident that the typical English teacher in Illinois either does not assign the amount of written work recommended by the Illinois Association of Teachers of English or else does not spend the time that the California Council of Teachers of English says is required to mark papers "so as to show concern for ideas and to teach writing and thinking." The typical English teacher in the state of Illinois has 108 students per day in his English classes, so theoretically, with one theme per week per student each semester graded in 8.6 minutes each, he *should* spend 278.6 hours—about 35 eight-hour days per semester—in checking themes. That he does not spend this amount of time in such evaluation shows that he is a very normal human being, but it means that his students are being cheated.

Our committee felt that the work load of English teachers probably had some effect upon the number of college students who prepared themselves to teach English. To get some facts about the supply and demand of English teachers in the state of Illinois, we wrote to the three largest teacher-training institutions in the state—Southern Illinois University, Illinois State Normal University, and the University of Illinois—asking each school to give us for the years 1955-56-57 the number of graduates who had prepared themselves to teach English and the number of calls for teachers of English each institution had received during those years. Here is a summary of the data we received:

#### ENGLISH MAJORS AND VACANCIES

	1955		1956		1957	
English majors	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.
English vacancies	Maj.	Vac.	Maj.	Vac.	Maj.	Vac.
Averages	18	638	27	933	30	941
Totals	54	1914	80	2800	91	2824



Probably some of the vacancies were reported to *all* of these institutions, and some of them may have been reported to the same institution more than once, but these figures do show an alarming trend. It is evident that teacher-training institutions have many more calls for teachers than they have graduates well-qualified to fill these vacancies. In other words, the supply of qualified English teachers is far below the demand for them. Evidently the high school student who said, "I wouldn't want to be an English teacher. They have too much to do," did go to college, and he did keep in mind his earlier observation.

There does seem to be some relationship between the very obvious work load of the English teachers and the recruitment of them. There does exist a grave shortage of well-qualified people who are willing to become English teachers, and it does seem highly improbable that the number of such people the colleges will graduate will be large enough to relieve the shortage in the near future.

No experienced teacher of English is surprised at any of the information we have gathered in our work-load survey, I am sure. It is just a confirmation of what we in the profession have known for a long time. Neither will this information drive any dedicated teacher from the ranks, for there are still intangible rewards that it seems to me a teacher of English has a better chance of receiving than does the teacher of any other subject.

Last week, for instance, in a ten-cent store a woman approached me and said, "You are Miss Grant, aren't you?" I admitted the charge. "You had my daughter in school," she went on. "Did you know that you completely changed her life?" I didn't, of course. The woman continued, "You introduced her to a book that she never had heard of before." The explanation of how this book had so influenced her daughter that it had completely changed her life was interesting to me and, of course, very pleasant to hear. (Irony note: The book was Arnold Bennett's *How to Live on Twenty-four Hours a Day*.) The mother gave me too much credit, but my point is that teachers of English do have excellent opportunities to mold character—to influence the future by influencing their present students.

The English teacher's personal struggle for survival—for a reasonable work load—should be a matter of public concern; but the public's greatest concern—as it already is the English teacher's—should be how this struggle is affecting the individual child in the English class.

When at any time there is a shortage of food, intelligent people

ration it in order to survive as long as possible. At such a time the person knows that his diet is deficient in vitamins and minerals as well as calories, but he is existing. If the individual is forced to continue, for a long period of time, this diet lacking in elements necessary for physical well-being, permanent damage may be done to the body. The younger the individual, the greater the chances that this damage will be done. Time is the element that English teachers of today are forced to ration. Many large classes, lesson preparations, recitations, evaluations, and the always-present extra-curricular duties could take all of a teacher's waking hours. There is just not enough time for the teacher to give to each student—in recitations, consultations, and evaluations—the helpful attention that he needs for his maximum growth in language proficiency. It is inevitable that the child will—nay does—show the results of this lack.

English teachers today are forced to behave in much the same way as would a surviving doctor attending the victims of an airplane wreck on some inaccessible mountain height. This doctor, who has taken an oath to help suffering humanity, must decide just where his time and efforts will be most effective. The slightly injured person, who probably will survive anyway, he passes by. He decides that another one is probably fatally injured and that time spent on him might just be wasted, so he passes him by, too. He decides to give his time and attention to those who seem to have the greatest chance of survival if they have medical aid. Unsightly scars may remain with the slightly injured person because he did not receive medical help, but he will survive. Had they had immediate and adequate medical attention, some of the very seriously injured might have lived. Because it was a physical impossibility for the doctor to give adequate attention to each patient at the time it was most needed, he had to decide just whom he should aid. All civilized people regret this grim necessity, but they realize that it *was* a necessity.

The choices that the harassed teachers of English must make are sometimes almost as grim. The teacher well knows that given much individual help the very poor pupil might have learned enough to pass the course. The teacher also knows that if he had had the time and energy to give the extra criticism and praise necessary for his development, the above-average student might have become an outstanding one. But the average teacher hasn't the time or energy to spend on the pupil desperately poor in language arts or on the above-average pupil who will get along fairly well with no atten-

tion from anyone. He feels that his time can be most effectively spent on the about-average student, and he soon finds his whole class bogged down in a dull mediocrity.

It is possible that after teaching a full schedule, preparing lesson plans, grading papers, and helping with extra-curricular activities the teacher could find some unoccupied moments in which to give that extra personal help to his students—average, below-average, and above-average; but it is understandable that carrying this heavy load, he may grow too tired to care a great deal about doing so. The over-crowded schedule and the over-crowded room cheat the teacher of his well-earned and much-needed rest. But much more important for the future is the fact that the same over-crowded schedule and over-crowded room are cheating the child of the personal help he has a right to expect. A good school cannot be an assembly-line affair. The best school is still "Mark Hopkins on one end of a log and a pupil on the other."

At the moment, the pupil does not know or care that he is being cheated, but his parents should both know and care. When parents do understand *how* and *why* their children are being cheated by this lack of individual attention, we hope that there will be some changes made.

The product of the high school English class is under fire now, and rightly so. We teachers have long been protesting the heavy work load that large classes, much written work to check, and many extra-curricular activities have given the English teacher. Under such conditions how can he achieve the best results? Too much has been expected from too few for too long!

Our committee hopes that our report may in some way be instrumental in creating a general *awareness* of the prodigious amount of work expected of the average English teacher. We hope that this in turn may in some way bring about the *happy* day when each teacher of English has no greater teaching load than that recommended by the Illinois Association of Teachers of English, the Southern Illinois Association of English Teachers, and the National Council of Teachers of English—a maximum of *four* classes and a maximum of *25* students in each class.



### NCTE CO-SPONSORED WORKSHOPS

The NCTE this summer is co-sponsoring sixteen workshops for teachers of English: one in California, two in Indiana, one in Iowa, one in Louisiana, one in Massachusetts, one in Minnesota, two in New York, two in Texas, one in West Virginia, one in Wisconsin, and three in Illinois.

One of the Illinois workshops will be held at the University of Illinois, Urbana, from June 23-July 18. It will carry one unit (four semester hours) of graduate credit. Its topic is Teaching English in High Schools. Leader will be Professor J. N. Hook, aided by Dr. Frank Moake of the U. of I. rhetoric staff. Guest leaders, for one week each, will be Professor Dwight Burton of Florida State University, editor of the *English Journal*, who will concentrate on teaching the reading of literature, and Professor John R. Searles of the University of Wisconsin, who will present an introduction to linguistics.

The other two Illinois workshops will carry university credit at Southern Illinois University, Carbondale, and will be briefer than the one in Urbana. From June 9 to 14 Professor Dwight Burton (a busy man!) will offer a concentrated course in teaching composition in the upper grades and the junior high school. The following week, June 16 to 21, Professor Robert C. Pooley of the University of Wisconsin will lead a concentrated study of the teaching of composition in the high school. Director of both these workshops is Professor W. B. Schneider, Chairman of the SIU Department of English. Both are also co-sponsored by the Southern Illinois Association of English Teachers.

### TIME TO RENEW

Most *Bulletin* subscriptions expire with this issue. If yours is one of these, you can help your Association by renewing now, thus saving the IATE the cost of mailing a renewal notice. And when you send in your \$2.00, why not get a nonmember to join at the same time? Make checks payable to the Illinois Association of Teachers of English, and mail them to Harris Wilson, 109 English Building, Urbana, Illinois.

Some unusually fine issues of the *Bulletin* are planned for next year, including several significant studies by IATE committees. Issues containing such studies have in the past been in such demand that orders have been received from every state and some foreign countries. It looks as if several 1958-1959 issues will be extraordinarily rich and helpful.

If you have enjoyed the *Bulletin* and other services of the IATE this year (last fall's conference, for instance) why not let the officers know? These persons, teachers like yourself, serve without any remuneration whatsoever, giving many hours of their time for these added professional duties. A note of appreciation might well be combined with suggestions for making IATE and its *Bulletin* still more useful to you. Please address your comments to the President, Professor Eugene R. Waffle, Eastern Illinois State University, Charleston.

### FOR YOUR CALENDAR

The two most important meetings of each year for most English teachers are the state conference and the national convention. Please note these dates on your calendar now:

October 31–November 1. Conference of the Illinois Association of Teachers of English. Urbana, Illinois.

November 27–29. Convention of the National Council of Teachers of English. The Penn-Sheraton Hotel, Pittsburgh, Pennsylvania.

